I. COURSE OBJECTIVES

A. Develop a better understanding of the differences in the types of health care available for people in the developing world as compared with those in the developed countries. This will be enhanced by being exposed to the operation of a mission hospital in rural Zambia.

B. Understand common diseases and disease patterns affecting people living in the developing world, with the people of the Southern Province of Zambia used as an example.

C. Develop an understanding of cultural patterns, practices and customs and how they relate to health and health care.

D. Develop greater empathy and compassion for those less fortunate in this world.

E. Quest Objectives for Cross Cultural Studies (Revised 2017)
   By the completion of the program, the students will demonstrate the ability to:
   1. Identify relevant information about the host culture’s history, traditions, politics, geography, including regional differences, if applicable.
   2. Discuss facets in which the host culture differs from their own.
   3. Discuss facets in which the host culture is similar to their own.
   4. Explain insights that they have learned about themselves and their own relationships by directly interacting with individuals and groups from the host culture.

F. Experiential Learning Initiative (ELI) Requirements
   This course has been designed to allow (and require) all students to satisfy the ELI graduation requirement.

II  COURSE TEXTS AND RESOURCES


C. Class PowerPoints will be made available for review after lectures are given.

D. Actual experience interacting with people in the Macha community and observing in the rural Macha Mission Hospital.
III COURSE EXPECTATIONS

A. This course will be taught while students reside in rural Zambia at the Macha Mission Hospital with its associated research institute, the Macha Research Trust. Living in the community among people primarily of the Batonga tribe will greatly enrich the learning experience, and bring a true cross-cultural dimension to the educational experience.

B. Field trips to the local hospital and rural clinics will be an integral aspect of this course, with opportunity for more in depth experiences if desired. Formal and informal discussions will also be held on cultural customs and practices, and how they impact the health of the people in their culture. The course will include visits to a traditional healer and a rural health center, when possible.

C. Students will be expected to attend the Sunday morning worship service at the local Brethren in Christ Church (or another depending on the preference of their weekend host family) during their time at Macha. This will give them an opportunity to experience worship in another culture and meet many people from the community.

D. Students will find it necessary to read the assigned book chapters prior to a class period, and come to class with some understanding of what will be discussed.

E. Regular attendance at lectures will be required, as well as participation in field trips. Discussions will be held in class and on the field trips that will supplement the textbook.

F. One assignment will be to choose a country in the developing world and obtain relevant epidemiological data for that country. The other assignment will be to choose a disease of interest that is common in the developing world and write a short paper about that particular disease.

G. Students will be expected to use various resources, including Internet web searches, to learn about diseases and country specific health data. On-site wireless internet access will be made available, though bandwidth is limited. Students are expected to bring a laptop or wireless-capable device with which they can do these assignments and generate text documents for electronic submission.

H. Four diseases will be studied in depth during the course as examples of diseases common in developing countries. Students will be expected to know these four diseases in more depth, including causation, life cycles (where relevant), and relevant biology, physiology and pathology.

I. \textbf{Experiential Learning Initiative Reflection and “Deliverable”:} Each student will generate an electronic reflective compilation (part of which will contain “daily”, topic-focused, diary-like entries) in which they reflect on events and synthesize insights from the academic course content, cross cultural immersion activities, and progress on goals related to career/community calling/community engagement. The final product will be aided by maintaining a separate, daily journal in which the student reflects on key activities of the day, insights and/or experiences and track progress towards goals. Completed “Deliverables” will be due in final form by 8:00 AM on Monday, June XX which is just over one week after the group is scheduled to arrive back in the USA. Note: The ELI assignment fulfills 136/450 points of the course grade. \textbf{However, due to the universal ELI requirement and cross cultural course emphasis and design, failure to submit a satisfactory ELI deliverable by the specified due date will result in automatic failure of this course.}

J. The assignments, exams and the ELI “deliverable” must all be completed to obtain a passing grade.

K. Exams will cover material from assigned readings, class lectures and discussions. The exams will cover cumulative material, i.e. the final exam will cover the whole course, and not just the material covered in the last half of the course!
L. Unless otherwise stipulated, Macha BIOL 218 class-related assignments will be due by the specified local time on the due date. Late submissions will be penalized by loss of points.

IV COURSE EVALUATION
A. On line Quiz (14 points; Zambia and Macha: culture, geography, history, traditions)
B. Two in class exams - mid-term and final (100 points each = total of 200 points)
C. Two course-related assignments (50 points each = total of 100 points)
D. ELI Deliverable (136 course points and satisfaction of minimum ELI Rubric score)** which will include additional pre-arrival and post-departure assignments.
E. Points (TBD) will be deducted for unexcused absence from class or organized gatherings.

Course grades will be based on the percentage of total points accumulated out of 450 as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% or above</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 82.9%</td>
</tr>
<tr>
<td>B-</td>
<td>70 - 72.9%</td>
</tr>
<tr>
<td>C</td>
<td>60 - 66.9%</td>
</tr>
</tbody>
</table>

V “OFFICE HOURS”
Since both students and the lecturers will be living in the same community, including sharing meals together, many opportunities will be available for out-of-class discussion and interaction while in the hospital and research institute, on field trips, during evenings and on weekends.

VI AMERICANS WITH DISABILITIES ACT
Any student whose disability falls within ADA guidelines should inform Dr. Mylin at the before we leave for Zambia of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register with the Disability Services Office (Murray Library, Room 115C) BEFORE May 1. Requests for special accommodation(s) will NOT be accepted after the trip has begun. If you have questions, contact Dr. Mylin directly, or call the Disability Services Office at extension 7258.

VII ALCOHOL POLICY
Messiah College prohibits the manufacture, possession, use or distribution of illegal drugs and alcohol by all students. It is expected that while students are enrolled in course work (including breaks during the academic year (e.g., Christmas break, Spring break) they will not use alcohol or illegal drugs both on and off campus. Exceptions: Of-age students may responsibly consume alcohol: 1) When they are with their parents or guardians: 2) When the occasion is consistent with the celebrations, rituals or religious traditions (i.e., toasting at weddings, taking communion) associated with family or a host family. However, because we will be guests of the Zambian Brethren in Christ Church at Macha Mission, and the policy of the church is to abstain from drinking alcohol, there will be NO exceptions granted to the prohibition against drinking alcoholic beverages at any time on this trip for individuals of any age.
Experiential Learning Initiative (ELI):

**Personal Evaluation in Externally-Viewable Reflective Report Format**

All students who participate in the BIOL 218 course will complete activities and assignments designed to satisfy the ELI graduation requirement. Educator-advisors will provide feedback on student learning objectives, and then touch base with students minimally at the beginning, mid-point and end to monitor their progress. At the end of the experience, students will reflect on their learning outcomes:

1. **Learning Objectives** - Students will compose two learning objectives at the beginning of the ELI experience that are driven by the overarching ELI objectives of meaningful personal and career development, and community engagement. Progress will be self-assessed afterwards.

2. **ELI “Deliverable” =** Final Report prepared for course faculty and subsequent external clients - Students will produce a document which combines these elements (order specified):
   - The ELI learning objectives and self-evaluation of how they were met or revised
   - The essence of an 18-entry, daily diary-like reflective trip journal (with illustrations)
   - Pre-and post-trip Lanier (**Foreign to Familiar**) assignments
   - Responses to common ELI reflection questions
   - Responses to questions used for Cross Cultural (Quest) Assessment.
   - Detailed descriptions of these and other elements that **must** be part of the “Deliverable” appear below with point values that will be assigned to each section of the final “Deliverable” document.

The “Deliverable” document for this course integrates the essence of the trip journal that is required for all Cross Cultural courses into the ELI “Deliverable” that is also now required for graduation (and now must now be included in all Cross Cultural courses). Not all cross cultural courses handle both items in the same way. (We **recommend** that you maintain a separate “private” trip journal which we will not collect or review, but in which you collect thoughts for the “Deliverable entries.”)

Even though the segments mentioned above should be presented as clearly marked, separate sections of the document, some information, experiences, reflections and thoughts will likely inform and enrich multiple sections of the final document.

The final “deliverable” must be submitted to the evaluating faculty member as a single PDF document that may be uploaded to the course Canvas site or submitted as an email attachment ONLY AFTER WE HAVE RETURNED to the US, but before the deadline (8:00 AM, Messiah College time, Monday, June XX, 2019). You may upload the final pdf document to Canvas or attach the final pdf document to an email set to Dr. Mylin (copy Dr. Witt) before the deadline. In either case, the time of receipt will be indicated with the submitted file (Canvas or Email).

**CAUTION:** Files that are corrupted or cannot be opened by the **PC computers** used by the course faculty will be considered to HAVE NOT BEEN SUBMITTED.

It is assumed that the “Deliverable” will ultimately be made available to potential employers, graduate school admissions committees, etc. The faculty leader and students will discuss the format for this document/report before and during the trip.

3. **Re-Entry Retreat** – ELI students are encouraged to participate in a re-entry retreat that will be held during the following fall semester to continue to process and reflect on their experience. The retreat which will also provide an opportunity to acknowledge ELI participants in the following possible ways:
   - During common session, specially acknowledge students who have participated in the ELI;
   - Offer a break-out session for ELI participants where they can share their ELI accomplishments;

4. **Evaluation and Grading of ELI** - Faculty will score student responses to reflection questions and quality of the external report according to the ELI assessment rubric (below) and submit the results to the Off-Campus Programs Advisory Committee for ELI.
ELI Common Objectives

At the outset of the course, students will compose two specific objectives with measurable/assessable outcomes:

1. **PROFESSIONAL DEVELOPMENT**: Regardless of whether or not your experience relates explicitly to your career goals, what specific skills do you hope to develop/enhance that would be transferable to your professional goals?

2. **COMMUNITY ENGAGEMENT**: What do you hope to learn about community or do as a member of a community from your experience? “Community” can be understood differently depending on the context of your experience. It could be a local or international community, society at large, the community within Messiah College or another academic context, a professional community within a workplace, organization or field/industry, or a community within a team of individuals.

*It is recommended that you use the SMART goal setting method:

**Specific** - What exactly is it that I want to learn or accomplish?
**Measurable** - How will I demonstrate that I’ve learned/accomplished it?
**Achievable** - What steps will I take to learn this?
**Relevance** - How is this related to my personal and professional growth?
**Time bound** - By when will I complete this?

OUTCOMES

At the conclusion of the experience, students will document the outcomes of their learning goals:

Did you achieve what you hoped to learn or be able to do, as stated in your learning goals?
If so, provide supportive evidence of this.
If not, provide rationale for why you did not achieve your goal(s).

ELI Outcome Reflection Questions

At the end of the course, you will reflect (in writing) on experiences and lessons learned, and ways in which personal growth has occurred. You will be required to answer a set of questions (given in instructions for ELI “Deliverable” below) to explain how the ELI experience has helped you to develop a better understanding of yourself and how it may have influenced you plans for the future. The answer(s) to each question should be based on and supported with references to specific examples, stories, situations, or problems experienced during the ELI period. Your answers to these questions will make up one section of the REQUIRED ELI “Deliverable” assignment.
The ELI “DELIVERABLE” Document
Required Sections and Point Values

The ELI “Deliverable” is a required and important part of the Experiential Learning Initiative Program. It also represents a significant portion (136/450 points) of the course grade.

All of the following sections must be present in your ELI “Deliverable”. The “Deliverable” should be submitted as one electronic file (pdf format) via Canvas or attached to an email sent to Dr. Mylin (you may also copy Dr. Witt).

The “Deliverable” document must be formatted with internal headings so that the following sections are clearly identifiable, and the information can be easily found within each section.

The maximum score for each section of the “Deliverable” is shown in parentheses.

1. Title Page [with appropriate illustration(s)] (2 points total)

2. Table of Contents (4 points total)
   [Must include a title and page number for each section, including all individual daily entries.]

3. Abstract or Executive Summary (~250 words) (6 points total)

4. ELI Goals:
   (12 points total)
   Initial (and/or Revised Goals if applicable) and SMART Resource Statements with Post-trip Progress Assessment of Each
   a. Professional Development
   b. Community Engagement

5. Pre-trip predictions related to Lanier’s categories: (1 points @ x 8 = 8 points total)
   a. Hot vs. cold climate cultures
   b. Relationship vs. Task Orientation
   c. Direct vs. Indirect Communication
   d. Individualism vs. Group Identity
   e. Inclusion vs. Privacy
   f. Concepts of Hospitality
   g. High- vs. Low-Context Societies
   h. Concepts of Time and Planning

6. Minimum of 18 well-developed, thematic or daily entries (4 points @ x 18 = 72 points total)
   - Each journal-like entry should begin with a descriptive title and should include the date for the entry
   - Reflections/entries should be organized into a chronological format, much like a trip journal.
   - Each “daily” entry must exceed 300 words (and the word count must be provided).
   - Each “daily” entry should be accompanied by at least one photograph or illustration related to the topic of the entry. Original photographs or artwork are preferred.
7. **Post-trip reflections on your original expectations related to Lanier’s categories:**
   a. Hot vs. cold climate cultures  
   b. Relationship vs. Task Orientation  
   c. Direct vs. Indirect Communication  
   d. Individualism vs. Group Identity  
   e. Inclusion vs. Privacy  
   f. Concepts of Hospitality  
   g. High- vs. Low-Context Societies  
   h. Concepts of Time and Planning

8. **Cross Cultural (Quest) Assessment Questions**

   (1 point @ x 10 = 10 points total)
   1. List and describe three specific aspects of the host culture that you found to be significantly different when compared to your own life experiences.
   2. List and describe three specific aspects of the host culture that you found to be surprisingly similar to your own life experiences.
   3. List and explain four (or more) specific insights that you learned about yourself or your relationships (family, friends, others) by directly observing or interacting with individuals and groups from the host culture. (See detailed suggestions under **End of Trip Assignment #2** below).

9. **Responses to ELI Outcome Reflection Questions**
   (14 points total)
   1. Discuss a significant moment during this experience that left a lasting impact on you. What made this moment significant for you? (3 points)
   2. How did this experience influence the way you think about your professional goals and/or your view of yourself as a future professional? (2 points)
   3. Please provide specific examples of two transferable skills (i.e. skills that you will be able to use beyond your experience itself) that you gained or enhanced during the experience.
      a. Transferable Skill 1: (1 point)
      b. Transferable Skill 2: (1 point)
      c. A skill area in need of continued growth: (1 point)
   4. Describe a problem that you faced or observed during your experience. Describe the problem, and articulate an approach you did or would take toward a solution to the problem. (2 points)
   5. Please provide one example of something that you learned inside or outside the classroom at Messiah (e.g. a theory, concept, strategy, etc.) that you were able to apply during your experience. (2 points)
   6. What did “community” look like in your particular experience, and how did your engagement in this experience further shape your understanding of community? As you reflect on your experience, what is one specific way you foresee your future self engaging in and contributing to community? Your answer could relate to areas such as: purposeful influence in church and society; the work of reconciling individuals with God, each other, and/or creation; or demonstrating the love of God in service to others. (2 points)
Portions of the final “Deliverable” are explained below.

Two of Three Pre-Arrival Assignments:

Your journaling must begin before or during the trans-Atlantic or trans-Africa flight(s). The following three assignments must be turned in by suppertime on the first day we are in Macha (Saturday, May XX, 201X). The first two pre-arrival assignments should be written before we leave the US on May XX. The third assignment is a healthcare perceptions survey; the survey will be given to you before the class begins (most likely during dinner on our first night in Livingstone).

Pre-Arrival Assignment #1: ELI Goals

You are to articulate two goals related to the ELI Common Learning Objectives: Professional Development; Community Engagement. The statement of each goal should not be too broad or vague. In addition to stating the goal, use the “SMART” system to show how you plan to achieve each goal (class work, field observation, interacting with nationals, etc.) and to describe the types of evidence you plan to use to demonstrate that you have achieved each goal. The format should be that you write one goal (with its supporting SMART statements) before describing the next goal with its supporting SMART statements. You may want to devote two daily journal entries (spaced throughout the trip) to evaluating your progress toward your goals or in which you modify your goal(s) and/or supporting statements. The same section of the “Deliverable” should include a Post-trip explanation/assessment describing how you met (or had to revise) each goal.

Pre-Arrival Assignment #2: Cultural Expectations

You are required to read the entire book Foreign to Familiar (by Sarah A. Lanier) before leaving for our trip. Based on your understanding of the book, and the discussions that occurred during the pre-trip Cross Cultural meetings, briefly summarize ways in which you expect that people living in and around Macha will think and act similarly to, or differently than what you are accustomed to experiencing among your community and peer groups in the US. These comments should be framed using the major topics addressed in the first eight chapters of the text (1. hot vs. cold cultures; 2. relationship vs. task orientation; 3. direct vs. indirect communication; 4. individualism vs. group identity; 5. inclusion vs. privacy; 6. concepts of hospitality; 7. high vs. low context cultures; 8. concepts of time and planning).

***You are required to revisit these ideas at the end of the trip to summarize in a separate section of the “Deliverable” how/if your pre-trip assumptions were affirmed, enriched and/or changed.***

Pre-Arrival Assignment #3: Healthcare Attitudes Survey

(The survey itself will not be included in your ELI Deliverable, but thoughts related to it will likely inform comments or opinions related in various sections.) The survey will be administered during our first night in Livingstone. The survey is designed to allow you to explore and express (or perhaps form!) opinions regarding healthcare in developing countries. The survey will be collected and the class’ answers tabulated for group discussion during our first class session. Did your opinions change and/or mature as a result of experiences from the trip? We will find out! Feel free to use thoughts related to the survey to compose portions of your ELI Deliverable.

Daily Personal Journal/Reflection Component of the ELI “Deliverable”:

Each student should maintain a daily, personal journal in which they reflect and synthesize observations, thoughts, feelings and reactions to course/trip experiences. While many of the reflections will likely be related to experiences from outside of the classroom, effort should be taken to relate at least some of these experiences to course content or classroom discussions when appropriate. Such observations and reflections will be useful in composing the 18 required “daily” entries that will be part of the final ELI “Deliverable”. The course faculty do not plan to collect or review your personal journal.
Students are expected to spend at least 30 minutes each day in preparing written reflections and to make at least one significant reflective entry for each day of the trip (beginning with the trans-Atlantic flight). Journal entries should NOT be mere recaps of events, but rather they are to be focused, introspective observations, reflections and analyses of issues, experiences and/or your own reactions to the culture, course content, events etc. More effort at this initial stage will help when you compose the final entries in the ELI “Deliverable” document.

Illustrative topics appropriate for journaling include, but are not limited to, the following:

- Critique of progress toward personal goals for the trip (see below)
- Examination of cultural differences and similarities related to healthcare, customs, values, etc. and your reaction to such observations
- Evaluation of learning experiences/encounters involving a relationship area (i.e., with God, others in group, nationals, self or creation)
- Analysis of reactions to assignments, readings, class discussions, conversations, church/home visits, interactions with nationals, your group, our hosts etc.
- Articulation of new learning or understanding that changes your view about healthcare, Zambian culture, Western culture, or personal relationships (God, others, self or creation)
- Reflect on new discoveries and raise questions, seek answers, record praises and action items

Finished journals should include entries on a variety of topics. In addition, the instructors may assign or suggest topics to guide your written reflection(s).

Each daily written reflection entry in the final ELI “Deliverable” document must be accompanied by a photo, diagram or other illustration. We will discuss issues of appropriateness, confidentiality, appropriate citation(s), and the need to obtain permission from human subjects during a class meeting in Macha.

Provide a topic heading at the start of each new idea or subject (since you may want to write on more than one topic in a given day). For example, you might use the heading – Reflections on Our Field Trip, or Assessment of Personal Goal X, or What God Taught Me Today, or a more specific heading about a specific reflection topic – to help focus your thoughts, keep you on target and transition to other topics. Each “daily” ELI “Deliverable” entry must contain at least 300 words (provide at the end of each daily entry). The topic heading for each day’s entry must be displayed in the Table of contents with the corresponding page number.

Try to be concise and clear, rather than wordy and rambling. Concise writing is a mark of critical thinking and serious reflection. However, brevity may also indicate lack of effort if only superficial thoughts are recorded in a minimal “rushed” assignment. Concentrate, reflect, and try to process and distill what you are learning and experiencing rather than simply trying to complete the journal assignment or recording the quality of your experience (“it is hot”, or “my bed is not comfortable” may reflect what you are experiencing, but do not illustrate how you are reacting to or learning from new experiences).

Be grammatically responsible and intelligible. Check your spelling! Deductions will be assessed for sloppy grammar or spelling. It is not wise to frustrate the reader (me, or a future employer or admissions committee member!) nor do you want to return to your diary months or years from now and find that even you cannot make any sense of it. Try to remember that the reader has most likely not experienced what you are trying to explain, and will require that the context for feelings and reactions be fully explained.

Writing such entries is about discovery through recording and processing experiences (hence the name “ELI”). Some of it may be very personal. Rather than treat this assignment as merely an intellectual or academic exercise, you need to feel free to explore your own thoughts, feelings, inner conflicts and affirmations. We often do not know what we think until we attempt to put it into writing. There is much truth to that and so you should try to write about anything you want to think hard about. You will likely produce multiple drafts/versions of your final ELI “Deliverable” daily entries. While I am interested in
how this experience impacts on your personal and professional understandings and development and
would be willing to read most anything you may compose, please be sure that the final content of your
ELI “Deliverable” is appropriate for a potential future employer or admissions committee member to
read!

Three End-of-Trip Assignments:

End of trip Assignment #1

In Pre-Arrival Assignment #2, you were to summarize expectations about aspects of culture in southern
rural Zambia based on the book Foreign to Familiar (Lanier). At the end of the trip, specifically describe
how your experiences on this trip affirmed, contradicted or enriched/matured each of your initial
assumptions/predictions. Give examples.

End of trip Assignment #2

Provide thoughtful answers to each part of all Cross Cultural Objective Assessment Questions.

1. List and describe three specific aspects of the host culture that you found to be significantly different
when compared to your own life experiences.

2. List and describe three specific aspects of the host culture that you found to be surprisingly similar to
your own life experiences.

3. List and explain four (or more) specific insights that you learned about yourself or your relationships
(family, friends, others) by directly observing or interacting with individuals and groups from the host
culture.

Below I suggest some Zambia/Macha –specific topics about which you may comment when answering
the three multi-part Assessment Questions above. Feel free to think of others!

a. In what ways do rural Zambians (Batonga people of the Macha area, hospital employees, or other
local professionals) perceive the world, interpret reality and/or make meaning (of these) in ways
that differ from traditional North American perspectives.

b. The way people live is influenced by deeply held cultural and religious values, yet different values
within the same culture or individual can result in conflicting behaviors. What paradoxes, tensions or contradictions did you notice? (E.g., The Zambian BIC Church thrives in a community
where polygamy is common.)

c. We often think that the way we (our culture) think and do things are the best (ethnocentrism).
Hopefully, living in Macha has enlightened the way(s) in which you can reflect on what you have
considered to be “normal” or “best”. What insight(s) or experiences gained while living around
Macha have changed or influenced your opinions about your own culture or lifestyle? What do
you think the people of Macha could teach to the people of the US?

End of trip Assignment #3

Complete the on line quiz to assess your knowledge of culture, geography, history and/or traditions
relevant to Zambia in general or Macha in particular. The quiz will be available through Canvas.

The quiz is worth 14 points (out of the total of 450 points earned for the entire course).

The quiz must be completed/submitted by 8:00 AM (Messiah College time!) on June XX, 2019.
ELI “Deliverable” Grading Considerations:

The final “Deliverable” project is worth a maximum of 136 points towards the overall course grade (450 points total). The ELI “Deliverable” grade will be based, in part, on evidence of the following:

- Completeness: pre- and post- and other required assessment assignments, daily or thematic entries, adequate length, legibility, illustrations and overall quality.
- Short, but adequate, identification of issues that might arise from events, conditions, experiences, learning opportunities
- Expanded observations and reflections of these events, conditions, experiences, learning opportunities
- Analysis of relevant cultural, political, social, religious and interpersonal or personal issues related to those events these events, conditions, experiences, learning opportunities
- Analysis of your cross cultural and ELI-relevant reactions/adaptation and what you learned from that experience
- Evidence of how classroom topics related to (relevant or in contrast to) your personal out of class experiences (e.g. Did people you meet or live with think differently than the generalizations presented in the course?)
- Effect on your life, values, thinking, views or plans, how this experience will influence how you interact with your own or future communities.

HOWEVER, failure to submit an acceptable ELI “Deliverable” will automatically result in receipt of a failing grade for the entire course regardless of scores earned on any of the other assignments.

The ELI “Deliverable” will be worth 136 points out of the total of 450 points earned in the course.

Due Date for ELI “Deliverable”

Unless otherwise instructed, the complete ELI “Deliverable” must be provided to Dr. Mylin as a single file (pdf format) via Canvas upload or email attachment by 8:00 AM (Messiah College time!) on June XX, 201X.

Late Penalty: 30 points (~20%) may be deducted for submissions received after 8:00 AM on that day, and an additional 20 points will be deducted for each/subsequent day (s) on which the 8:00 AM deadline has again been missed.

The ELI “Deliverable” must be completed and submitted to earn a passing grade for the course.
## Assessment Rubric for All ELI Experiences

Student Name: ___________________  Experience Category: ☐ Internship/Practicum  ☐ Service Learning  ☐ Off-Campus Prog  ☐ Leadership  ☐ Research

*In order for students to successfully fulfill the ELI Requirement, they must obtain at least five (5) points on this rubric.*

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<thead>
<tr>
<th>OUTCOME</th>
<th>CWEO</th>
<th>DIMENSION (Mapped to final reflection question numbers)</th>
<th>DEFINITION (Proficiency Level)</th>
<th>NO ATTEMPT</th>
<th>NEEDS IMPROVEMENT</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
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<tbody>
<tr>
<td>Meaningful Careers</td>
<td>5.d - interests, abilities, and limitations</td>
<td>Identifying Personal Strengths/Abilities (Questions 3 and 4)</td>
<td>Student clearly and accurately connects their intellectual, professional and personal strengths and abilities to their ELI experience</td>
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<td></td>
<td>5.c. - sense of vocation/career that transcend career choice</td>
<td>Sense of Vocation (Questions 1 and 2)</td>
<td>Student clearly articulates how their experience enhances or informs their vocation (sense of purpose for their interests and abilities)</td>
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<td></td>
<td>Academic integration</td>
<td>Academic Integration (Question 5)</td>
<td>Student identifies specific ways in which academic learning informs ELI experience and/or ELI experience informs classroom learning</td>
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<td></td>
<td>4 – major</td>
<td>1-3, 5-7 – QuEST</td>
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<tr>
<td>Community Engagement</td>
<td>5.e. - role in community</td>
<td>Role in Community /Leadership (Question 6)</td>
<td>Student develops and specifically demonstrates awareness of his/her role, both personally and professionally, in society</td>
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<td>Completion of Deliverable</td>
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<td>Student has completed deliverable project in the format appropriate to bucket area and in a way that clearly summarizes ELI outcomes and reflections to an external audience</td>
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# May 18 – June 10, 2019 Zambia BIOL 218 Calendar 1

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<th>Sunday</th>
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<td>Next to last day of classes.</td>
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<td>Last day of classes!</td>
<td>Reading Day</td>
<td>First Day of Final Exams</td>
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<td>3 AM!!!! Charter bus from MC to JFK Int., 11:15 AM Leave JFK via SAA 204 for Joburg S.A (16 hrs)</td>
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<td>26 AM Attend Macha BIC Church. PM, tour Macha. Evening group cultural discussion meeting and worship.</td>
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<td>Macha Classroom; hospital rotations; cultural sessions</td>
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<td>Macha Classroom; Macha 5K? Village Etiquette?</td>
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<td>Macha Home Stays conclude. Return to MRT campus in afternoon; Evening, Share experiences</td>
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<td>MIDTERM EXAM Classroom session Course-related Movie?</td>
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<td>LAST DAY of classroom meetings Rural Health Clinic visit (field trip)</td>
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<td>Macha MIDTERM EXAM Classroom session Course-related Movie?</td>
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<td>Macha Home Stays</td>
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<td>Macha FINAL EXAM Spend final evening in Macha. Visit, explore, shop, hike...</td>
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<td>Leave Macha; Return to Livingstone, Jollyboys; shop; Get soaked: Victoria Falls!</td>
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<td>Early AM: Leave for Overnight camping Safari: Chobe Game Park in Botswana</td>
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<td>Overnight camping Safari: PM: Return from Chobe to Jollyboys (Livingstone)</td>
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<td>Park, Shop, Depart 1:00 PM SAA 049 Live for Joburg; 6:45 Leave on SAA 209 to Dulles Int (VA, USA)</td>
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<td>Arrive Dulles Int (VA, USA) 6:25 AM; Return by charter Bus to Messiah College</td>
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